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ABSTRACT

Contributors from Australia, Canada, England, New Zealand, and the United States describe how primary-age children in these anglophone countries are learning in the language of their home. The book demonstrates that monolingual schooling in a multicultural society fails to meet the needs of bilingual children. It argues that linguistic minorities must have the opportunity to participate in the development of language policy. Articles include: an Introduction (Adrian Blackledge); "Bilingual Education Policy and Social Justice" (David Corson); "School-Based Language Policy Reform: A New Zealand Example" (Stephen May); "'We Can't Tell Our Stories in English': Language, Story and Culture in the Primary School" (Adrian Blackledge); "Developing Bilingual Theatre-in-Education Programmes" (Alison Reeves); "The Social Process of a Family Literacy Project with Bilingual Families" (Martha Alleksaht-Snyder); "Integrating ESL into the Mainstream: An Australian Perspective" (Chris Davidson); "Pragmatic Biculturalism and the Primary School Teacher" (Ann Knight); "Bilingualism, Biculturalism, and Learning in Early Years Classrooms" (Stephen Nyakatawa, Iram Siraj-Blatchford); "Finding a Voice: Bilingual Classroom Assistants and Their Role in Primary Schools" (Jean Mills); "Towards Empowerment: Training Secondary School Students as Community Interpreters" (Jeanette Harman); and "'The Flavour of the Moment?' Bilingual Teachers' Experiences of Teaching and Learning" (Audrey Osler). (MSE)

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